

MANCHESTER ELEMENTARY

200 W. Clark St.
Pinewood, SC 29125

GRADES PK-5 Elementary School

ENROLLMENT 564 Students

PRINCIPAL Marilyn Adams 803-452-5454

SUPERINTENDENT J. Frank Baker 803-469-6900

BOARD CHAIR James Giffin 803-481-2147

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	37	54	4	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Good	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes

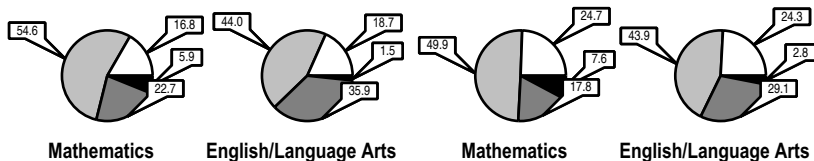
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	300	100.0	18.7	44.0	35.9	1.5	52.0	Yes	Yes
Gender									
Male	154	100.0	24.3	44.1	31.6	0.0	49.3		
Female	146	100.0	13.1	43.8	40.1	2.9	54.7		
Racial/Ethnic Group									
White	168	100.0	12.2	45.6	39.5	2.7	57.1	Yes	Yes
African-American	131	100.0	26.4	42.4	31.2	0.0	45.6	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	252	100.0	13.0	45.7	39.6	1.7	57.0		
Disabled	48	100.0	48.8	34.9	16.3	0.0	25.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	300	100.0	18.7	44.0	35.9	1.5	52.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	300	100.0	18.7	44.0	35.9	1.5	52.0		
Socio-Economic Status									
Subsidized meals	214	100.0	20.8	45.3	32.8	1.0	48.4	Yes	Yes
Full-pay meals	86	100.0	13.6	40.7	43.2	2.5	60.5		

Mathematics - State Performance Objective = 15.5%									
All Students	300	100.0	16.8	54.6	22.7	5.9	47.6	Yes	Yes
Gender									
Male	154	100.0	18.4	54.4	20.6	6.6	51.5		
Female	146	100.0	15.3	54.7	24.8	5.1	43.8		
Racial/Ethnic Group									
White	168	100.0	10.2	53.1	30.6	6.1	59.9	Yes	Yes
African-American	131	100.0	24.8	56.0	13.6	5.6	33.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	252	100.0	13.5	53.9	26.1	6.5	52.6		
Disabled	48	100.0	34.9	58.1	4.7	2.3	20.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	300	100.0	16.8	54.6	22.7	5.9	47.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	300	100.0	16.8	54.6	22.7	5.9	47.6		
Socio-Economic Status									
Subsidized meals	214	100.0	18.8	59.4	17.7	4.2	42.2	Yes	Yes
Full-pay meals	86	100.0	12.3	43.2	34.6	9.9	60.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	77	100.0	13.4	32.8	52.2	1.5	53.7
	Grade 4	102	100.0	11.5	44.8	40.6	3.1	43.8
	Grade 5	101	99.0	38.6	47.7	13.6	N/A	13.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	115	100.0	14.9	36.8	44.7	3.5	48.2
	Grade 4	88	100.0	27.4	40.5	32.1	N/A	32.1
	Grade 5	97	100.0	17.9	57.9	24.2	N/A	24.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	77	100.0	14.9	58.2	19.4	7.5	26.9
	Grade 4	102	100.0	6.3	44.8	31.3	17.7	49.0
	Grade 5	101	100.0	31.5	55.1	10.1	3.4	13.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	115	100.0	17.5	61.4	20.2	0.9	21.1
	Grade 4	88	100.0	15.5	42.9	32.1	9.5	41.7
	Grade 5	97	100.0	16.8	60.0	15.8	7.4	23.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 564)				
First graders who attended full-day kindergarten	99.0%	N/C	100.0%	100.0%
Retention rate	3.5%	Up from 0.3%	3.5%	2.7%
Attendance rate	96.0%	Up from 95.8%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.3%		5.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.7%		3.6%	3.5%
Eligible for gifted and talented	14.9%	Up from 12.2%	10.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.0%	Down from 8.8%	9.3%	8.2%
Older than usual for grade	2.0%	Up from 1.4%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	42.9%	Up from 32.4%	46.9%	51.4%
Continuing contract teachers	88.6%	Up from 75.7%	87.5%	87.5%
Highly qualified teachers**	96.8%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	6.5%		0.0%	0.0%
Teachers returning from previous year	81.9%	Down from 83.7%	86.3%	86.7%
Teacher attendance rate	93.9%	Up from 91.1%	94.7%	94.9%
Average teacher salary	\$37,467	Up 3.7%	\$39,921	\$40,760
Prof. development days/teacher	18.6 days	Up from 18.2 days	13.2 days	12.4 days

School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 21.4 to 1	18.4 to 1	18.9 to 1
Prime instructional time	89.1%	Up from 85.4%	89.5%	90.0%
Dollars spent per pupil*	\$4,633	Down 10.9%	\$6,100	\$6,044
Percent of expenditures for teacher salaries*	59.9%	Down from 64.4%	65.5%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.6%	Down from 99.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Manchester Elementary School, a Red Carpet Award Winner, is committed to providing a safe and stable environment where all children can learn and succeed. We maintain high expectations for academic achievement, personal responsibility, and respect.

Our school, with a staff of approximately 70, offers an educational program that gives each student opportunities to excel. Teachers are cognizant of the different needs and learning styles of students. They employ appropriate instructional strategies and practices to deliver a curriculum that is carefully aligned to the South Carolina state standards.

Innovative programs such as Lightspan (skills are acquired through interactive play stations), Reading Renaissance (promotes retention of information while reading at the student's comfort level), Fast Forward (language-based reading), and Computer Assisted Instruction support the curriculum at Manchester.

Students also participate in chorus, career awareness, drug prevention programs, safety patrol, Success by Sixth, and peer tutoring. Through our many Service Learning projects, the students learn the benefits of recycling, working with the elderly and conserving our environment. Due to the rural location of our school in southern Sumter County that requires a high percentage of our students to rely on bus transportation, we offer an after-school tutorial program to increase specific skills in the student's area of weakness.

Parents are actively involved in their children's education through such organizations as PTA, School Improvement Council, Title I School-wide Committee, and the Strategic Planning Committee. Manchester has been accredited by the Southern Association of Colleges and Schools for over twenty-five years. The Manchester PTA was recently awarded the National PTA Parental Involvement School of Excellence Award, and the School Improvement Council was named the state winner of the 2004 Dick and Tunky Riley School Improvement Award. Teacher and Staff actively seek ways to financially support our instructional program. During the 2003-2004 school year, several grants were written, and funding totaled over \$306,000.

Great things are happening at Manchester Elementary - where students belong.

Marilyn T. Adams, Principal

Shawn Rearden, Chairman, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	91	63
Percent satisfied with learning environment	91.2%	83.1%	82.5%
Percent satisfied with social and physical environment	97.0%	84.4%	84.1%
Percent satisfied with home-school relations	58.8%	84.4%	56.9%

*Only students at the highest elementary school grade level at this school and their parents were included.